Assessment

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PERSONALITY ASSESSMENT

Personality Assessment is a proficiency in professional psychology that involves the administration, scoring, and interpretation of empirically supported measures of personality traits and styles in order to:

- Refine clinical diagnoses;
- Structure and inform psychological interventions; and
- Increase the accuracy of behavioral prediction in a variety of contexts and settings (e.g., clinical, forensic, organizational, educational).

USES OF PERSONALITY ASSESSMENT

- Personality tests are techniques designed to measure one's personality. They are used to diagnose psychological problems as well as to screen candidates for college and employment.
- There are two types of personality tests: self-report inventories and projective tests. The MMPI is one of the most common self-report inventories. It asks a series of true/false questions that are designed to provide a clinical profile of an individual.
- Projective tests use ambiguous images or other ambiguous stimuli to assess an individual's unconscious fears, desires, and challenges. The Rorschach Inkblot Test, the TAT, the RISB, and the

CLASSIFICATION OF PERSONALITY ASSESSMENT

New Classification of Personality Assessment

	1. Individual behaves in actual life situation	2. Individual says about himself	3. Others assesses about the individual	4. Individual reacts to an imaginative situation involving fantasy	5. Physiological responses by machines and technical instruments
Technique used	(I) Observation Technique (II) Situation Tests	(I) Autobiography (II) Questionnaire and Personality inventory (III) Interview	(I) Biographies (II) case-history method (III) Rating Scale (IV) Sociometric technique	(I) All Projective technique Example: Rorschach Test & TAT Test	Uses of all Psychophysical instruments.

Behavioral Assessments

BEHAVIORAL ASSESSMENTS

Behavioral assessments

- Behaviorists do not want to “look into the mind” of an individual
- They assume that personality is merely habitually learned responses to stimuli in the environment
- Preferred method for a behaviourist is to watch that behaviour unfold in the real world.

OBSERVATION TECHNIQUE

Behavioral assessments

- In direct observation, the psychologist observes the client engaging in ordinary, everyday behaviour, preferably in the natural setting of home, school, or workplace, for example.
- A therapist who goes to the classroom and observes that tantrum behaviour only happens when a child is asked to do something involving fine motor abilities (like drawing or writing) might conclude that the child has difficulty with those skills and throws a tantrum to avoid the task.
- Observation is the sine qua non of any approach to personality study.
  - In some cases, hunches for research begin unsystematic observation.
  - Personal observations often pave the way for more refined study of people's behaviour.
- Another way to learn about behaviour is to observe and record it as it naturally occurs (in real-life settings), but in a more systematic and rigorous manner than in unsystematic behaviour. It is called **observation naturalistic**.
- The play and friendship patterns of children, antisocial behaviour in adolescents, eating behaviours of obese and non obese people, leadership styles of effective business managers, and many clinical phenomenons have been investigated through naturalistic observation.
- Such naturalistic observation does not explain behaviour, but they are a rich source of information about what people do in their natural environments.

LIMITATIONS OF OBSERVATION TECHNIQUE

Limitations of Naturalistic Observation

1. Observers are often at the mercy of unpredictable events over which they have **little or no control**.
2. There are problems of **observer bias and expectations** influencing those aspects and events that are attended to and remembered.
3. The **generalisation of observation** based on a few people and situations, is questionable in regard to reliability and validity.
4. Observers may **unwittingly interfere** with the actual events they wish to observe or record (Kazdin, 1982).

SITUATIONAL TESTS

Situational tests

- One gets a sample of how people respond to their day-to-day situations amid friends and families without the contrived atmosphere of a laboratory or interview.
- A situational test is a kind of compromise between a standardised test and observational methods of assessing personality.
- Personality traits are measured on the basis of observations of ratings of what a person thinks and does in a given situation, which resembles a real situation of everyday life.
- The subject has usually no idea that he is being studied.
- The situation represented by such tests is a social situation having opportunities for interaction with other individuals and especially designed to emphasize those aspects of personality which are under study.
- The first situational test of personality was developed by United Stated Office of Strategic Services (OSS) during World War II to screen out men for military assignments.
- Situational tests are more suited to the measurement of traits like leadership, dominance, responsibility, extroversion-introversion, etc.

SITUATIONAL TESTS

Behavioral Tests

- Sometimes situational tests utilise directly observable units of behaviour as the basis of assessment of the traits.
- Such situational tests are called behavioural tests because they are directly concerned with observable behaviour.
- For instance, honesty, self-control, and co-operation are such traits, related to character.

SITUATIONAL TESTS

Character Educational Enquiry – CEI

- One of the first attempts to study character traits was by Hartshhorne, May & Shuttleworth (1930) in Character Educational Inquiry(CEI).
- CEI behavioural tests utilised natural situations lying within the day to day routine of a school child such as games, class room examination, etc.
- Children were not aware of the fact that they were being studied.
- The CEI tests were principally designed to measure behavioural traits like, altruism, honesty, and self control. However, most of the CEI tests were concerned with measuring honesty among children by providing opportunity for cheating.
- These tests utilised different modes or techniques for studying honesty. Ex: the **duplicating technique** in which the children were administered one of the classroom tests like the arithmetical reasoning test or the vocabulary test. A set of children's responses was duplicated, unknown to them . In the subsequent administration the original test is again given with a request to score their own responses with the help of a scoring technique. A simple comparison of the responses scored with the duplicated responses revealed whether or not the children had changed their responses in scoring, that is, whether

SITUATIONAL TESTS - LIMITATIONS

Strengths

- Situational tests represent real-life situations and therefore, their findings can be easily generalized to natural life situations

Limitations

- Time-consuming - because ordinarily observations in contrived situations last for several hours
- Costly - because they demand the services of trained observers
- Laborious - because creating a real –life situation involves a good deal of labour on the part of the observers.
- Subjectivity and bias may operate in the observation of a situational test. Observers, even if professionally trained, may not make a fair and objective observation because of certain bias towards the individuals to be observed.
- For increasing the reliability and validity of the observation made under situational tests, the experimenter gives emphasis on studying an isolated bit of behaviour. The problem arises as to what significance or meaning to such an isolated bit of behaviour can be attached.
- ‘What to observe’. This is a problem in situational tests, which cannot be planned to study all behaviours of the individual. In such a situation determination and selection of a meaningful set of behaviours to be observed is always an important problem.
- Whether the observer should be kept visible or invisible is also a problem in most situational tests. If the group is small, the physical presence of the observer in the group may change

OTHER METHODS

Rating scales and Frequency counts

- In a **rating scale**, a numerical rating is assigned, either by the assessor or the client, for specific behaviours (Nadeau et al., 2001).
- In a **frequency count**, the assessor literally counts the frequency of certain behaviours within a specified time limit.
- Educators make use of both rating scales and frequency counts to diagnose behavioural problems such as attention deficit disorder and aspects of personality such as social skill level through the various grade levels.

Self-Report Personality Tests/ Inventory

SELF-REPORT INVENTORIES

Self-Report Inventories

- Also known as personality inventories
- Self rating questionnaires, where the individual describes own feelings, environment, and reactions of others towards self.
- The term “self-report” refers to **information the person reveals directly about himself / herself by responding to specific questions or items with a limited number of prescribed choices** (e.g.”Yes”.“No”, “Always”, “Don’t know”).
- Self-report inventories are based on the principle that **behaviour is the manifestation of trait** and one **can find out the presence or absence of a trait by means of assessing the behaviour**.
  - Self-report inventories are most widely used form of personality assessment.
  - These are paper-and-pencil test that ask people to respond to questions concerning their traits, values, attitudes, motives, feelings, interests, abilities.
  - General features:
    - **Standardisation of response alternatives**. Subjects must select either true or false, agree or disagree, an alternative that varies from 1(very characteristic of me) to 6, and so on. Objectivity is hence achieved by restricting the degree of freedom in responding to test items.
    - **Standardisation of scoring procedures** minimises the risk of

1.2 CLASSIFICATION OF SELF-REPORT PERSONALITY TESTS BY PURPOSE AND NATURE OF ITEM CONTENT

Social and other specific traits

- Tests or inventories which attempt to measure social and other specific traits including self confidence, dominance, extraversion etc.
- Ex: Bernreuter Personality Inventory, Eysenck Personality Questionnaire, Differential Personality Scale etc.

Adjustment of person to different aspects of the environment

- Inventories that try to evaluate the level of adjustment of a person to different aspects of one's life.
- Adjustments that are studied here include adjustment to self, health, home and school amongst others.
- Ex: Bells Adjustment Inventory

Pathological traits.

- Inventories that attempt to evaluate the pathological traits in an individual.
- Some try to evaluate a large number of pathological traits, while others confine to a few.
- Ex: MMPI (The Minnessota Multiphasic Personality Inventory) tries to get at a very large number of pathological traits in addition to some normal traits. The 16 PF inventory attempts to evaluate 16 personality traits including 4 pathological traits.
- Pathological traits may include hysteria, paranoia, hypomania, depression, schizophrenia, etc.

Screen individuals into two or three groups.

- Inventories which attempt to screen individuals into two or three groups.
- Ex: The Cornell Index screens the persons into two groups - those having psychosomatic difficulties like asthma, peptic ulcer, migraine, etc., and those not having them.

Measure attitudes, interests, and values of persons.

- Inventories that attempt to measure attitudes, interests, and values of persons.
- Ex: Bogardus Social distance scale for attitude; Strong Vocational Interest Blank for

1.3SINGLE-TRAIT TESTS

Single-Trait tests

- Developed and used by researchers to **measure specific aspects of personality.**
- They examine whether people who score at the upper and lower end on the trait measure perform differently on the behavioural measure or on the self- report measure.
- In other words any person participating in the study may receive a high score (or may receive a medium or low score), but every person's score is equally meaningful as a representation of that person's personality.
- Some single-dimension tests also provide separate measures of two or three traits.
- Examples include:
  a. the Locus of Control Scale (Rotter, 1966),
  b. the Sensation Seeking Scale (Zuckerman, 1978),
  c. the Self Monitoring Scale (Snyder, 1974).
- The scores obtained from these tests are assumed to reflect relatively stable individual differences along specific trait dimensions.

1.4MULTIDIMENSIONAL TESTS

Multi-dimensional tests

- Many self-report inventories measure **several personality dimensions simultaneously**
- These multi-dimensional tests have the advantage of providing a more comprehensive overview of the person being assessed and are used extensively in clinical, counseling, and personnel settings.
- Ex: the Sixteen Personality Factor Questionnaire (16-PF) is a 187-item test which measures 16 source traits of the normal personality identified by Raymond Cattell (1965).
- Scores derived from each of the source trait measures (e.g., submissive- dominant, trusting-suspicious) are plotted on a graph to provide a personality profile.
- This profile may be used by psychologist for counselling and to make important employment and promotion decisions about people.

1.5 STRENGTHS AND WEAKNESSES OF SELF-REPORT TESTS

Strengths

- Provide more thorough, precise, and systematic information about an individual's personality than casual information.
- The objectivity of scoring **minimizes personal or theoretical bias**
- They can be **administered easily** by someone with relatively little formal training
- They have **greater reliability** than other assessment techniques.
- Multi-dimensional inventories allow for **measurement of several different personality traits at once**.

Weaknesses

- They are susceptible to **deliberate deception**. Deliberate deception is most likely to occur when the person believes there is something to be gained from fraudulent responding (Furnham, 1990).
- There is considerable influence of **social desirability**
- There is the influence of the **response set**

Important Personality Inventories

2.1GALTON AND WOODWORTH

Galton's Personality Questionnaire	• The first attempt to measure personality through a questionnaire was made by Galton in 1880. • He developed a questionnaire for studying mental imagery, that is inner world of perception and feeling.
Woodworth Personal Data Sheet	• The first systematic effort to develop a personality inventory was made by Woodworth in 1918. • This inventory was known as Woodworth Personal Data Sheet and consists of 116 questions, all relating to neurotic tendencies. • The purpose was to screen out emotionally unfit men before they were sent overseas during the World War I.

2.2 THE SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE (16PF)

16PF

- Using a statistical technique, called factor analysis that looks for groupings and commonalities in numerical data, Cattell discovered 16 source traits
- Cattell (1995) devised a personality inventory based on these 16 source traits
- These 16 source traits are seen as trait dimensions or continuums, in which there are two opposite traits at each end with many possible degrees of the traits possible along the dimension.
- Ex: someone scoring near the reserved end of the reserved\ outgoing dimension would be more introverted than someone scoring in the middle or at the opposite end.
- He later determined there might be another seven source traits to make a total of 23 (Cattell & Kline, 1977)

NEO – PI

NEO-PI

- Stands for Neuroticism\Extraversion\ Openness Personality Inventory
- This inventory is based on the five- factor model of personality traits developed by Costa & McCrae.

MYERS BRIGGS TYPE INDICATOR – MBTI (1/2)

MBTI

- This inventory is based on the ideas of Carl Jung and looks at four personality dimensions, as detailed in following page.
- These four dimensions can differ for each individual, resulting in 16(4 x 4) possible personality types: ISTJ (Introverted, Sensing, Thinking, Judgmental). ISTP (Introversion, Sensing, Thinking and Perceiving). ISFP (Introversion, Sensing, Feeling and Perceiving). ISFJ (Introversion, Sensing, Feeling and Judgmental) and so on.
- MBTI is often used to assess personality to help people know the kinds of careers for which they may best be suited.

2.4 MYERS BRIGGS TYPE INDICATOR – MBTI (2/2)

Sensing-Intuition

- It includes people who prefer to rely on what they can see, hear, and so on through their physical senses (sensing) and, on its opposite end those who look for patterns and trust their hunches(intuition).
- Sensing people are considered to be detail oriented, preferring to work only with the known facts, whereas intuitive people are more willing to use metaphors, analogies, and look for possibilities.

Thinking-Feeling

- It runs from those who prefer to use logic, analysis, and experiences that can be verified as facts (thinkers) to those who tend to make decisions based on their personal values and emotional reactions(feeling).

Introversion-Extraversion

- The same classic dimension that began with Jung,
  and is represented in nearly all personality theories

Perceiving -Judging

- It describes those who are willing to adapt and modify decisions, be spontaneous, and who are naturally curious and put off making a final decision so that all possibilities are covered (perceiving) as well those who are the opposite : the action- oriented, decisive, get the task done and look back type (judging).

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Psychology Super Notes

Psychology Learners

2.5 MINNESOTA MULTIPHASIC PERSONALITY INVENTORY – MMPI

MMPI

- The most common personality inventory is MMPI 2, which specifically tests abnormal behaviour patterns in personality (Butcher & Rouse, 1996; Butcher et al., 2000, 2001).
- This questionnaire consists of 567 statements ex: “I am very often tense”.
- Person taking the test must answer “true”, “false”, or “cannot say”.
- It has 10 clinical scales and 8 validity scales in addition to numerous subscales.
- Each scale tests for a particular kind of behaviour. The behaviour patterns include relatively mild personality problems such as excessive worrying and shyness as well as more serious disorders such as schizophrenia and depression.
- Validity scales, which are built into any well designed psychological inventory, are intended to indicate whether or not a person taking the inventory is responding honestly. Ex: certain items are repeated throughout the test in a slightly different form, so that anyone trying to “fake” the test will have difficulty in responding to those items consistently(Butcher et al.,2001).
- There are similar inventories in India. Ex:, Bengalee(1964) developed Multiphasic Personality Inventory, known as Youth Adjustment Analyser (YAA).The purpose of the inventory was to screen out maladjusted students from the college going students. Mohsin & Hussain (1981) adapted the Bell Adjustment

Projective Techniques

3.1PROJECTIVE TECHNIQUES

Projective Techniques

- Designed to assist the clinical psychologist in diagnosing the nature and severity of a particular person's emotional disturbance.
- The rationale for these tests is based on Freud's theory that unconscious
  processes are important for understanding psychopathology.
- The purpose of projective personality assessment is to uncover the person's unconscious conflicts, fears, and concerns.
- Frank (1939) coined the term projective technique to describe assessment methods that present people with ambiguous stimuli for which there is no obvious culturally defined to personality assessment, allow people to "project" upon ambiguous material their feelings, needs, attitudes, and ways of viewing life.
- The responses elicited by the test stimuli (such as inkblots, vague pictures) reveal signs of pent up impulses, "ego defenses" and other "interior" aspects of the personality.

PROJECTIVE TECHNIQUES – FEATURES

Features of Projective Techniques

- Some common features of Projective techniques are:
  - They use ambiguous or unstructured test stimuli.
  - The test taker is never told the purpose of the test or how responses will be scored or interpreted.
  - Instructions emphasize that there is no correct or incorrect answers and that the test taker is free to respond in any manner s\he sees fit.
  - Scoring and interpretation rely heavily on subjective clinical judgments.

RORSCHACH INK-BLOT TEST

(Developed by Harmans Rorschach. It has 10 cards in which 5 are black and white and other 5 are multi-coloured)

Scoring, analysis and interpretation of the test

	I Column: Location					II Column: Contents						III Column: Originality		IV Column: Determinants				
Symbols	W	D	d	s		H	A	Ad	Hd	N	O	P	O	F	C	K	M	Mixed Category
Depicted Response	(Whole)	(large Detail)	(Small Detail)	(Subject's response to the white spaces within the outlines)		(Human Forms)	(Animal Forms)	(Animal detail)	(Human detail)	(Natural objects)	(Inanimate objects)	(Popular)	(Original)	(Form)	(Colour)	(Shading)	(movement)	
Frequency																		
Card 1																		

RORSCHACH INK-BLOT TEST

Example:

(I) the number of Ws are greater than D or d then the person is said to be mature, intelligent and is expected to possess the ability to synthesize.

(II) More Frequency on the side of the colour at the expense of human movement indicates an extrovert nature. While the domination of M over colour an introvert.

(III) Dominance of shading responses expresses anxiety, depressed aptitudes and feeling of inferiority

(IV) Relatively more emphasis on movements indicates richness of one's imaginative life.

Nowadays, following software program has been used to interpretive to the Rorschach ink-blot test

RIAP5™

Rorschach® Interpretation Assistance Program: Version 5

John E. Exner, Jr., PhD, Irving B. Weiner, PhD, and PAR Staff

The unlimited-use RIAP5 generates a revised Interpretive Report that assists the clinician with scoring and interpretation. In addition, the program provides a Client Report—an abbreviated, individualized, and simplified version of the RIAP5 Interpretive Report—that is intended to be read and retained by the client.

RORSCHACH INK-BLOT TEST

Card 1
Popular responses
bat, butterfly, moth

Card 2
Popular responses
two humans,four-legged animal,dog, elephant, bear

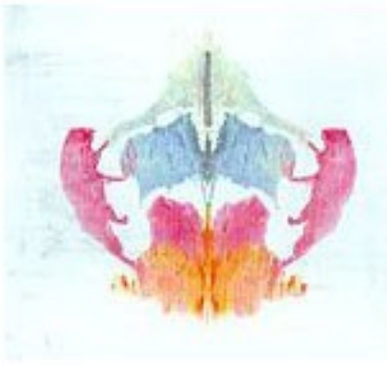
Card 3
Popular responses
two humans, human figures

Card 4
Popular responses
animal hide, skin, rug

Card 5
Popular responses
bat, butterfly, moth

Card 6
Popular responses
animal hide, skin, rug

Card 7
Popular responses
human heads or faces



Card 8
Popular responses
animal: not cat or dog
four-legged animal

Card 9
Popular responses
human

Card 10
Popular responses
crab, lobster, spider
rabbit head,
caterpillars, worms,
snakes

THEMATIC APPERCEPTION TEST (TAT)

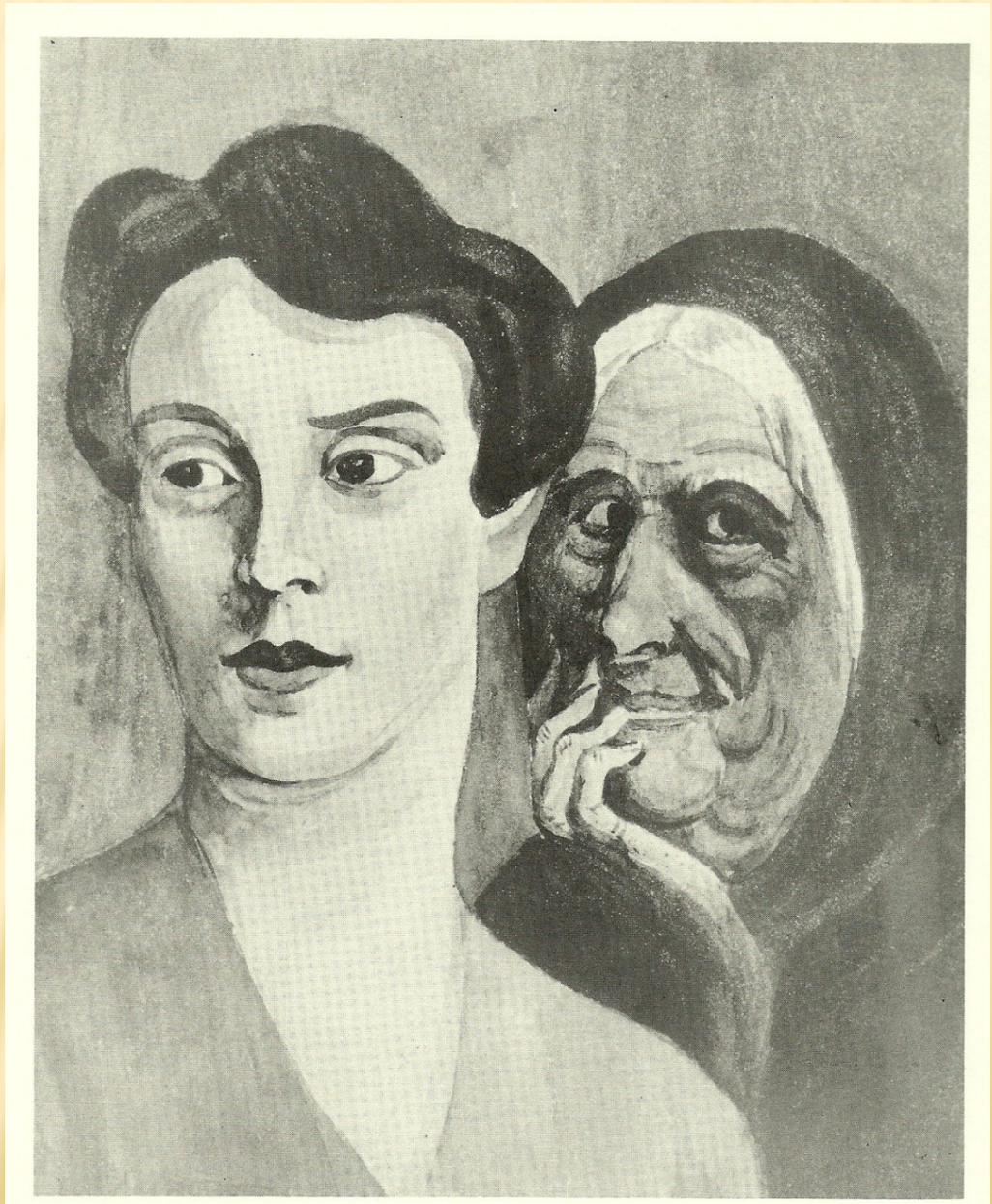
Thematic Apperception Test (TAT)

(Developed by Murray & Morgan. It has 30 cards total in which 10 for male 10 for female 10 for both male and female. Normally one person meets 20 cards.)

Scoring & interpretation

	1. Hero of the story (What Type of personality he has)	**2. Theme of the story** (What is the nature of themes)	**3. The style of the story** (Length of story used, language, contents originality, creativity)	**4. The content of the story** (What interest, sentiments, attitudes they show)	**5. Test situation as a whole** (subjects reaction to be listed as a whole)	**6. Particular emphasis or omissions** (The omission, addition, distortion, and attention to particular details.)	**7. Subject's attitude towards authority and sex**	**8. Outcome** (Conclusion of the story – Happy, un happy, comedy, etc.)
Card 1								
Card 2								
Card 3								

THEMATIC APPERCEPTION TEST (TAT)



CHILDREN APPERCEPTION TEST (CAT)

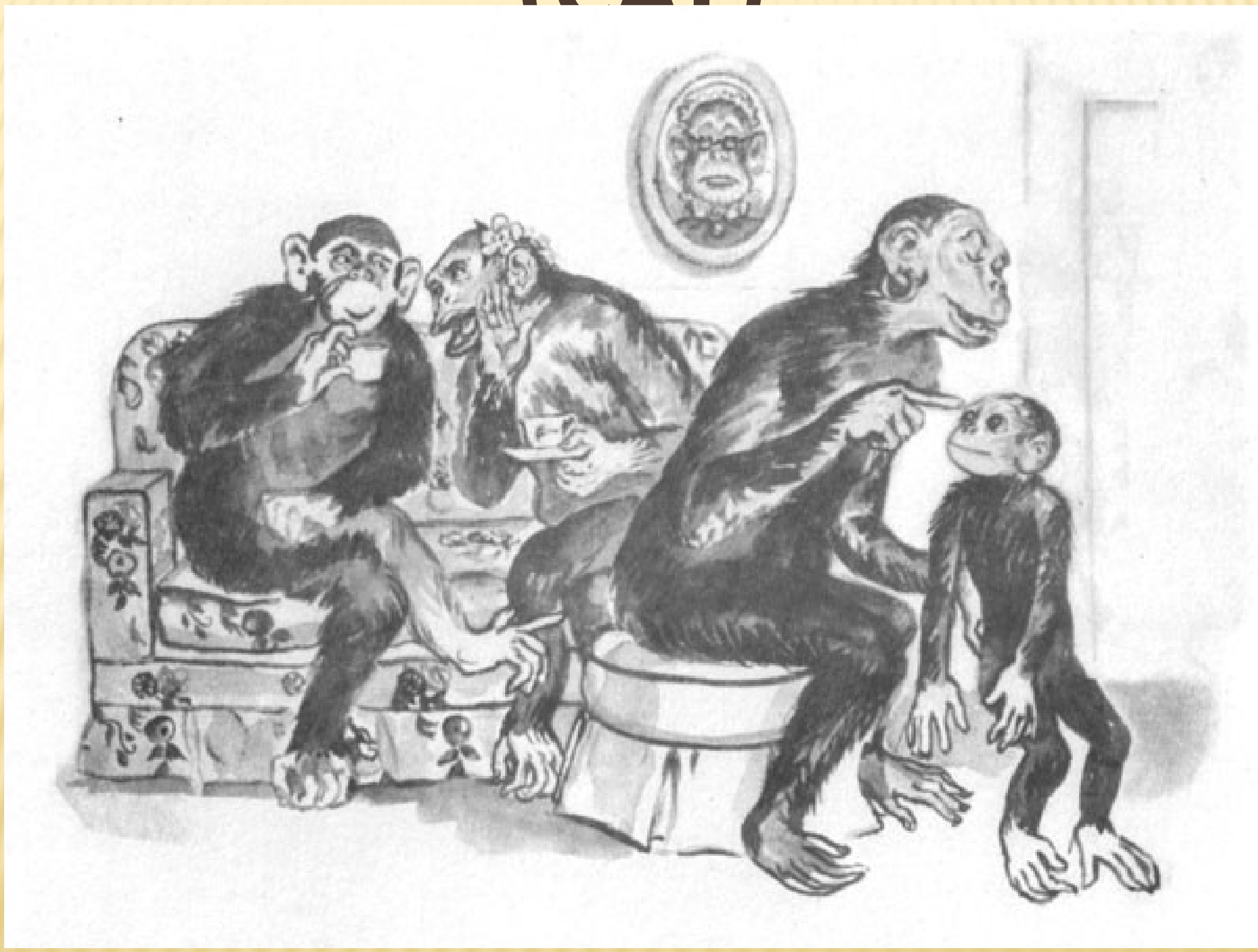
Children Apperception Test (CAT)

(Developed by Dr. Leopold Bellak. Children between 3 to 10 years attend this test. It has 10 cards in which pictures of animals instead of human characters.)

Interpretation

	1. Hero	2. Theme of the story	3. The end of the story	4. Attitude towards parental figures	5. Family role	6. Other outside figures introduced	7. Omitted or ignored figures	8. Nature of anxiety	9. Punishment for crime	10. Defence and confidence	11. Other supplementary knowledge
Card 1											
Card 2											
Card 3											

CHILDREN APPERCEPTION TEST (CAT)



THANK
YOU!